

# Comprehensive Literacy for Adolescent Student Success (CLASS)

## Grade Levels

- 5-12
- 5-12 Special Education

## Approved Areas of Professional Development

- Standards/Curriculum Alignment
- Instructional Strategies
- Cognitive Research
- Assessment
- Content (K-12)
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community

## Description

Comprehensive Literacy for Adolescent Student Success (CLASS) is a two-year professional development offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is designed to assist 5-12 English Language Arts and special education teachers in implementing a comprehensive research-based approach to literacy instruction. This professional development is aligned to the Common Core State Standards for English Language Arts and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

## Professional Development Schedule

Year 1	Content
Three day summer institute	Context for Learning, Effective Assessment, Text Complexity
Two sessions in the fall semester	Reading Literature, Writing Narratives
One session in the spring semester	Site-based Observation Training in a classroom
Year 2	Content
Two day summer institute	Reading Informational Text (Literary Nonfiction), Writing Informative/Explanatory Texts
Two sessions in the fall semester	Reading Informational Text (Argument), Writing Arguments, Presenting a Research Project
One session in the spring semester	Site-based Observation Training in a classroom

## Research

Biancarosa, C. & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2<sup>nd</sup> ed.). Washington, DC: Alliance for Excellent Education.

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.

Kamil, M. L., Boreman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

### **Professional Texts**

- *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders* by Connie M. Moss and Susan M. Brookhart (978-1-4166-0911-7)
- *Write Beside Them* by Penny Kittle (978-0-325-1097-7)
- *Comprehension and Collaboration: Inquiry Circles in Action* by Stephanie Harvey and Harvey Daniels (978-0-325-01230-8)

### **Contact Information**

For additional information, contact the literacy specialists at your local education service cooperative.